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ABSTRACT

Most students majoring in elementary education at Illinois State University are enrolled in the CORE Program. These prospective teachers are required to complete three on-campus unified "cores" or semesters of work which focus upon the arts, communication skills, and natural and social sciences. The fourth core or semester is devoted to clinical teaching experiences and selected course work at one of four teacher education centers operated by the Department of Curriculum and Instruction in cooperation with public school districts. The centers provide a program of extensive clinical experiences for about 400 teacher candidates yearly. Each center is staffed by an in-resident director and two clinical consultants who are employed by the university to service approximately 50 students per semester. In some centers, consultant staff members are district personnel assigned to this position. Through partnership agreements, cooperating districts provide office space, classroom facilties, and school personnel. The paramount goal of the fourth core component is the provision of a multitude of opportunities for the teacher candidate to work toward the attainment of teaching skill competency and to search for their own unique teaching style through direct involvement in a realistic teaching-learning situation. (The programs at each of the four teacher education centers are described in this report.) (Author/CD)

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Teacher
Education
Centers

This bulletin explaining the Teacher Education Center Concept at Illinois State University is directed to:

1. on-campus elementary education majors enrolled in the Core program.

2. public school personnel cooperating with Illinois State University in the preparation of teachers.

3. other professionals seeking information about the teacher education center concept at ISU.

The Center Directors wish to express special appreciation to center staff members, and to the Core Program Coordinator, for help given in the preparation of this bulletin.

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Ardelle Graef
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THE TEACHER EDUCATION CENTER CONCEPT
ILLINOIS STATE UNIVERSITY

"CENTERING" at ISU is .....

establishment of partnerships between the university and public school districts for the purpose of providing for the pre-service and in-service education of teachers.

development of a full semester of in-residence clinical experiences for elementary education majors enrolled in the final semester of the Core program.

integration of "on-campus" academic knowledge and theory with "off-campus" public school practice.

involvement by the participants in a multitude of learning experiences in typical school settings, translating knowledge about the teaching-learning situation into effective instruction for the individual child.

exposure to various community agencies, their services and contributions to the health, education and welfare of children, youth, and adults.

CLINICAL CENTERS: INTEGRAL COMPONENT OF ELEMENTARY EDUCATION'S CORE PROGRAM

Most students majoring in elementary education at Illinois State University are enrolled in the CORE Program. These prospective teachers are required to complete three on-campus unified cores or semesters of work which focus upon the "arts", "communication skills", and "natural and social sciences". The fourth core or semester is devoted to "Clinical Teaching Experiences" and selected course work at one of four teacher education centers operated by the Department of Curriculum and Instruction in cooperation with public school districts.

The centers provide a program of extensive clinical experiences for about four hundred teacher candidates yearly. Each center is staffed by an in-resident director and two clinical consultants who are employed by the university to service approximately fifty (50) students per semester. In some centers, consultant staff members are district personnel assigned to this position. Through partnership agreements, cooperating districts provide office space, classroom facilities and school personnel.

The paramount goal of the Core IV component is the provision of a multitude of opportunities for the teacher candidate to work toward the attainment of teaching skill competency, and to search for their own unique teaching style through direct involvement in a realistic teaching - learning situation.

CORE PROGRAM - ELEMENTARY EDUCATION

1st SEMESTER 12 Cr. Hrs.	2nd SEMESTER 12 Cr. Hrs.	3rd SEMESTER 10 Cr. Hrs.
CORE I THE ARTS	CORE II COMMUNICATION SKILLS	CORE III THE SCIENCES
Art Music Drama Physical Education Human Growth & Dev. Curriculum Principles	Reading Language Arts Childrens' Literature Human Growth & Dev. Curriculum Principles Measurement & Evaluation	Science Social Studies Mathematics Curriculum Principles Measurement & Evaluation

CORE IV - CLINICAL CENTER EXPERIENCES - 4th SEMESTER

Required:	Optional:	
Teaching Practicum 10 Cr. Hrs.	Advanced Reading Methods	School/Community Involvement
	ECE Practicum	Independent Study

CENTER COURSE OFFERINGS

REQUIRED:

Clinical Center Practicum -
Student teaching and seminar
10 hrs.

OPTIONAL:

Advanced Reading Methods
3 hrs.

School/Community Involvement
3 hrs.

Early Childhood Practicum
5 hrs.

Independent Study
1-3 hrs.

Advanced Reading Methods: Practical problems utilizing group techniques in teaching reading in elementary classrooms. Integrates reading with non-reading learning activities.

School/Community Involvement: This course provides exposure to different community influences and social environments which affect the lives of children, youth and adults.

MAJOR GOALS

In an attempt to provide productive Core IV clinical experiences, each of the emerging four center programs has been designed to utilize the uniqueness of the environment and to reflect individuality in its organization and formulated goals. There are commonalities, however, reflected in the basic goals of the four centers. The list below is representative of these common goals.

* To promote within the teacher candidate the integration of learning theory and actual classroom experience by providing opportunities for the course work to be tied into the clinical classroom activities.

* To provide opportunities for the teacher candidate to become acquainted with the entire school operation, the community and its various agencies.

* To help the teacher candidate analyze his own teaching behaviors, develop self-evaluation skills and recognize the effects of teaching behaviors on the learners.

* To provide opportunity for the teacher candidate to demonstrate awareness of the responsibility inherent in the teaching role; and to provide opportunities for demonstration of desire, knowledge, skills, and attitudes necessary for successful teaching.

* To provide a setting for various types of study and informal research relating to teaching and learning.

The Elementary Principal - a key member of the teacher education team

Dialogue sessions with the experienced teachers

CENTER PROGRAM DESIGNS

JOLIET TEACHER EDUCATION CENTER

The program for teacher candidates participating in the Joliet Center has been formulated on the premise that professional experiences should be provided in a realistic setting. The semester sequence attempts to provide the teacher candidate with an opportunity to experience a greater linkage between theory and practice and is divided into three phases:

Phase I - Five Weeks
Orientation, Observation, Mini-Teaching, and Teacher's Aide

During Phase I teacher candidates become familiar with the total school operation by observing and assisting at all grade levels, attending formal reading classes, and participating in small group seminars. In addition, teacher candidates are assigned to a specific teacher by their principal to work half days (mornings) as teacher aides in the areas of reading and language arts. Experiences candidates receive as aides are closely coordinated with lessons covered in formal reading classes. Mini-teaching is also included in Phase I and teacher candidates are required to conduct several mini-lessons to small groups of students. These lessons are evaluated by other teacher candidates and serve as a lead-in to large group instruction.

Phase II - One Week
Observation and Contracting

Teacher candidates intensify their observations of all teachers who are qualified to serve as cooperating teachers.

At the end of this phase teacher candidates contract for a specific cooperating teacher.

Phase III - Eleven Weeks
Teaching Practicum

During Phase III teacher candidates work with the cooperating teacher for whom they contracted. Through a team approach of planning and teaching, teacher candidates are gradually introduced to the responsibilities of the cooperating teacher until they assume total control for the entire class.

During each of the phases a weekly seminar is conducted to discuss the student teaching experiences and to bring in special resource persons. These seminars are organized based on the needs of teacher candidates.

Several important factors of the Joliet Center Program should be noted:

* Teacher candidates are asked to select a type of school at which they would like to student teach.

* Teacher candidates are asked to select a cooperating teacher under whom they would like to student teach. All efforts are made to assure teacher candidates their first, second or third choices.

* After contracting, clinical consultants arrange for a weekly meeting date with the teacher candidates of each building. These cluster meetings

are held before school and provide teacher candidates with an opportunity to discuss their observations, reactions, suggestions, complaints, etc. on a regularly scheduled basis.

* The Joliet Elementary School District 86 is comprised of twenty-two elementary schools, K-5, and four junior high schools, 6-8. Of the schools participating in the center program there are wide ranges of differences in several areas: pupil population; economic settings; social settings; building constructions; and racial makeup. The net effect of such diversity enables teacher candidates to select schools which are in keeping with their professional training and personal interests.

* Much emphasis is placed on the area of reading at the Joliet Center and all teacher candidates are encouraged to take Advanced Reading Methods. Most of the formal class work is completed during the first six weeks of the program.

* Traditionally the Joliet Center has worked closely with a variety of community agencies in providing teacher candidates with the opportunity of working with children in a non-school setting. This experience is of prime importance as the problems children manifest in the classroom may be the result of numerous factors relating to the world outside of school. Involvement with the agencies, exposure to different community influences, and building relationships with children in different social environments help make teacher candidates more sensitive to the complex environmental influences that

effect the learning situation. In addition, it provides an opportunity to promote positive teacher-community relationships.

The Joliet Center program is comprehensive in scope and attempts to provide teacher candidates with realistic experiences which will adequately prepare them for the tremendous demands and responsibilities of teaching.

* * * * * * * * * * *

Seminar: discussing problems in the field

McLEAN COUNTY TEACHER EDUCATION CENTER

SEMESTER ASSIGNMENTS

Teacher candidates assigned to the McLean County Teacher Education Center work in clinic schools within the public school districts of Unit 5 Normal, District 87, Bloomington, and Tri-Valley. Groupings of 3 or 4 Core IV teacher candidates are assigned to a clinic school in one of the three cooperating districts by the center staff.

PRE-ENTRY PREPARATION

Clinic School Visitation

A visitation day is planned for each cluster of teacher candidates to become acquainted with the school's environment in which they will be working the next semester. At this time the present cluster of teacher candidates serve as hosts and hostesses. They provide a complete tour of the school plant, arrange for introductions and/or visits with the clinic school principal. The principal and teacher candidates of the present semester are on hand to respond to questions related to school programs, population, operational procedures, and socio-community related activities. When possible the visiting students observe the present Core IV candidates in action and attend their building seminar.

Pre-Service Vita

Teacher candidates are requested to complete a Pre-Service Vita and return it to the center staff prior to their arrival at the center. The

Vita has a two-fold purpose in that it provides the center personnel with up-dated information about each individual's past academic, and earlier direct experiences in the three on-campus Cores, as well as their interests, needs, special accomplishments, and educational experiences. This information permits the staff to plan more appropriately for meeting individual needs. During the semester each teacher candidate assumes the responsibility for rotating his/her vita to the principal, contact teachers, and cooperating teacher.

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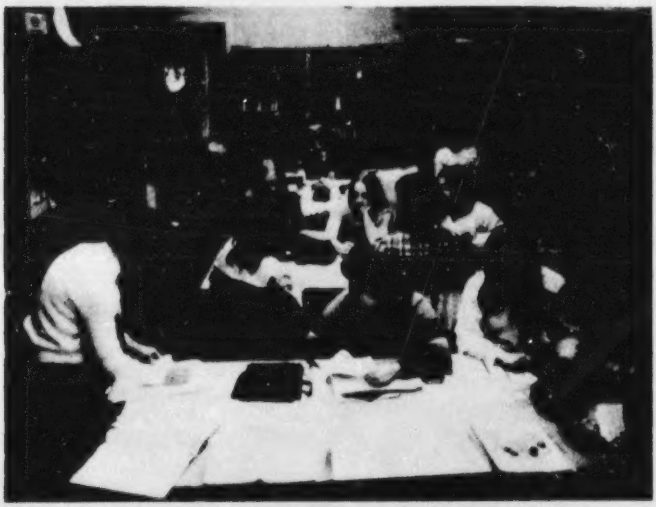


Advanced Reading Methods: fusing theory and practice

McLEAN COUNTY TEACHER EDUCATION CENTER PROGRAM CAPSULE

ORIENTATION MODULE - WEEK I (A period of preparation for and entry into the Bloomington-Normal and Tri-Valley Public Schools)

Orientation Phase Emphases

The teacher candidate:

- receives clarification of program requirements, staff expectations
- receives assistance with concerns from center advisor in informal sessions
- attends initial course work sessions and assists in establishing evaluative criteria for performance assessment
- participates in activities focusing on self-awareness
- becomes involved in non-teaching duties, observes and develops awareness of special teacher's roles
- conferences with clinic school principal
- attends district inservice meetings
- presents pre-service vita to principal
- develops a plan for a clinic school based service project-in cooperation with the principal
- assists and observes classroom teachers
- prepares Core IV procedural notebook
- becomes aware of self-checking devices for charting progress
- writes goals to be pursued
- writes description of projected independent study plan
- works with own cluster to develop a rotational plan for the next seven weeks-subject to principal's review & approval
- makes contact with Week I contact teacher for planning experiences
- begins participation in community awareness

LEVELS MODULE - WEEKS II - VII (A period of participation in teaching at various grade levels)

Levels Phase Emphases

The teacher candidate:

- begins a rotation plan - spending one week at each grade level K-6
- works closely with a Contact Teacher at each grade level who serves as the home-base teacher
- teaches required lessons in the contact teacher's room
- observes, assists and teaches in other teachers' rooms at that grade level as scheduled by homebase teacher
- is required to plan and teach lessons in each area of the curriculum
- is required to plan and teach the whole group, small groups, and the individual child
- participates in building cluster seminars
- participates in center classroom based seminars
- participates in community based seminars
- applies corrective reading measures presented in methods class in tutoring sessions
- familiarizes self with available instructional materials in clinic school and procedures for their utilization
- continues to gather information about community services and problems
- participates in placement conferences with principal & center advisor during Week VIII
- meets with cooperating teacher to begin initial planning

*ECE participants work for a half-day at both the clinic school and in the ECE site during this 7 week period

CO-TEACHING TEAM MODULE - WEEKS IX - XVII (A period of concentrated teaching experiences through a role reversal plan)

Co-Teaching Phase Emphases

The third and final phase of the McLean County Teacher Education Center's semester of clinical experiences is the Co-Teaching Team Module. This module brings together in a close working relationship the experienced successful teacher models of the Bloomington, Normal and Tri-Valley Public Schools and the ISU teacher candidates.

The Co-Teaching Team Approach is structured to permit the Cooperating Teacher-Teacher Candidate team members to combine their knowledge, skills, abilities and talents in programming and implementing quality individualized instruction for the elementary child. This module is intended as a vehicle which keeps both team members actively involved in the teaching-learning process. The module design permits team members to reverse roles of Team Leader and Team Member-Assistant so that the teacher candidate can demonstrate growth in teaching skill competency:

- to plan and implement appropriate instructional learning activities
- to assume and manage successfully all responsibilities of a classroom teacher.

Through this approach the improvement of instruction for the elementary child becomes the focal point of the teacher education program, and the veteran teacher and novice teacher candidate provide support and assistance to one another as each continues to seek their own professional growth. The teacher candidates gain much confidence through functioning in the varied roles of assistant teacher, co-team member, team leader and planner, while working to establish effective interpersonal relationships with students and other professionals.

Early Childhood Education Practicum

Sharing and problem solving through building seminars

PEORIA TEACHER EDUCATION CENTER

Peoria is a city with a population of over 130,000. Situated on the Illinois River, it is a city of contrasts and variety. Peoria Public School District #150 is a unified district of 35 elementary and 4 high schools. Twelve of the K-8th grade elementary schools are participating in the Center program as Clinic Schools.

The students' involvement in the Peoria Center program begins by coming to Peoria the semester prior to their assignment for a visit to the clinic schools participating in the program. These schools are representative of the total school population from inner city (low socio-economic) to the suburban (high income) areas. The teacher candidate selects the type of school to which he or she wishes to be assigned. They are then assigned to the schools in a cluster of three to eight per building for their semester's experience.

During the semester of full-time involvement in the schools, each teacher candidate is under the guidance of a Center Consultant, clinic principal and classroom teachers. Large group and building seminars are held throughout the semester to help make the experience as meaningful as possible.

The Peoria Center program is divided into three phases. During the first two, students are assigned to the principal rather than a specific teacher for orientation to the school and its community, and to guide them in becoming an integral part of the school in their role of a teacher.

During these three phases approximately half the time is spent in the school with the remainder used for courses, community awareness visits and seminars. Phase three is a full-time clinical practicum or "student teaching" experience. A description of the three phases follows:

Phase I

This phase initiates the teacher candidate to the school, its children and faculty. During the three weeks of this phase, they are involved as aides in the classroom, school office, library, lunchroom and playground, have an opportunity to observe and become acquainted with all the teachers and other staff of the building. Visits to other schools and various community agencies are included at this time to broaden the teacher candidates knowledge of children from different backgrounds and in non-school situations while becoming knowledgeable of the community itself.

Phase II

The second phase of the program combines observations at all grade levels with the teaching of mini-lessons to students from each grade. This provides an opportunity to become familiar with the growth and development characteristics of children in grades K-8 and initiates them to the teaching process. The teacher candidates are paired in teams to aid in developing and evaluating specific teaching skills through the use of various performance scales and instruments. The mini-lessons consists of a very carefully planned, single concept or skill,

10-15 minute lesson taught to 3-5 children at a particular grade level after observing in the classroom. Mini-lessons are taught at each grade level in the school. Critiques of the lesson by their peers and Center Consultant, and the use of video tape, aid the student in developing self evaluation skills and teaching competencies before taking over the responsibility of a large group in the classroom.

Phase III

The third phase of the program is the student teaching experience. For ten weeks the teacher candidate works with one or more cooperating teachers, gradually picking up the teaching load until she has full responsibility for the class. Cooperative planning and teaching with the classroom teacher is encouraged.

At the Peoria Center a self selection process is used in making placements for the student teaching phase. After working in the building for approximately six weeks, during which time the program participants have been exposed to the total school operation, observed many teaching models, and gotten to know the teachers, the teacher candidate then requests a cooperating teacher at the grade level they wish to do their student teaching. The center consultant and clinic school principal discuss with the student the choices made and decide upon the placement. The classroom teacher is consulted as to whether she wishes to accept the student teacher before the assignment is approved.

Peoria Program Participants Have The Opportunity to:

* become involved in a variety of experiences designed to aid in their getting to know themselves and to develop their teaching competency.

* choose the type of school in which placement is desired.

* select the teacher and grade for the student teaching experience.

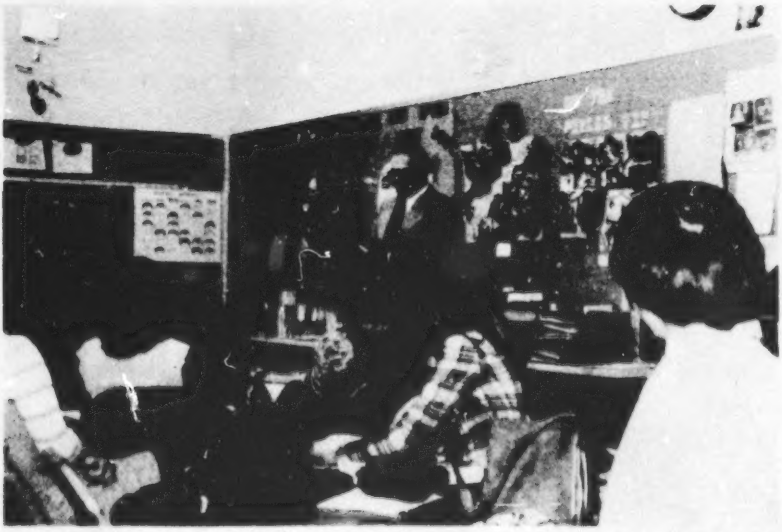
* become aware of the community and its resources, and become involved as a volunteer in agencies working with children.

* visit schools from each area of the city, and observe innovative programs and teachers.

* be involved in experiences designed to make the teacher-to-be knowledgeable of the total operation on a building and district basis.

* be involved in experiences at all elementary age/grade levels to enhance chances for finding employment.

* develop their own unique style as a teacher.



Informational sessions with district personnel - focus on scope and philosophy of district operation and programs

Community Awareness: a visit to Head Start

QUAD-CITIES TEACHER EDUCATION CENTER

The urban area commonly referred to as the Quad Cities, is located approximately 130 miles west of ISU. Here, with an over-all population of 300,000 people, teacher candidates have the opportunity to become involved in a wide range of experiences not readily available in smaller population centers.

Several communities make up the Quad-Cities. Two of the larger ones are Rock Island and Moline and it is in these two cities that the ISU Teacher Education Center has tended to concentrate many of its program activities.

The semester's program offered to ISU students at the Teacher Education Center is divided into two major segments. This permits teacher candidates to capitalize on the variety of learning opportunities available to them in this urban setting. A description of the two-part program follows.

I - Seven Weeks

During the first seven weeks time is scheduled for teacher candidates to participate in the reading class, to become actively involved in the community and to study in some depth, the elementary school environment. The philosophy of the center faculty is reflected in the following statements:

* Children acquire an education through many community environments.

* An elementary school has its own individual personality.

* Direct experience in classrooms allow for on-the-spot learning for teacher candidates.

* Support is given to the use of a variety of teaching techniques.

Teacher Candidates' experiences reflect the above stated concepts in several ways. For example:

Advanced Reading Methods

A team approach has been used to develop the content of this class. Faculty also shares responsibility in working with teacher candidates during the time set aside for this course. Large group and small group instruction is arranged and opportunities are provided encouraging teacher candidates to actively participate in class sessions and within elementary classrooms.

Community Involvement

Time is scheduled for teacher candidates to become acquainted with the industrial, religious, and cultural environments of this large urban area. When exploring this urban environment students become aware of the many services available to Quad Cities residents of all ages and needs.

Seminar

Arrangements are made for teacher candidates to explore one school environment in some depth. This means learning about the pupils

whose presence make the program necessary in the first place. Study of the school neighborhood is a must, also, if teacher candidates are to really understand the school as a specific entity. Teacher Candidates are able to consider further, various teaching styles and teaching materials.

These seven weeks' activities just described provide many opportunities for individual professional growth. Experiences for the remainder of the semester build upon this background and are outlined next.

II - Ten Weeks

Highlighting a teacher candidate's work in the Quad Cities, is the full-time assignment at the grade level the teacher candidate requested.

Several people are involved in arranging the assignment requested by the teacher candidate. Included in this process are the school system's liaison representative, principals, and cooperating teachers and the Center director. When agreement is reached among these individuals regarding the teacher candidate's specific request, the assignment process has been completed. This procedure generally is finalized before the ISU student arrives for the semester.

Beginning the first week in the classroom, students assume teaching responsibilities for at least one class. Each week thereafter, the teacher candidate assumes additional responsibility for another class. Three weeks of full-time teaching begins at about the fifth week of the assignment. This

procedure then is reversed and cooperating teachers begin to assume direct teaching responsibilities for some of the classes, preparing for the time when the teacher candidates leave at the end of the tenth week.

The philosophy of the Center faculty is seen in the opportunities arranged for ISU students to explore, change and grow. Teacher candidates have occasion to:

* "contract" to prepare and teach a unit, generally in science and social studies. The unit is agreed upon and prepared prior to the beginning of their full-time assignment.

* utilize a variety of teaching techniques.

* actively involve children in learning activities.

* practice self-monitoring and self-management skills.

* assume responsibilities in the three-way communication process between cooperating teacher, university advisor and teacher candidate.

* work in a flexible off-campus program where requests and suggestions are considered. No two semester plans are exactly identical.

This teaching-learning experience allows time to assimilate and extensively apply the knowledge acquired throughout the total Core program. It is but one basic step in the never-ending process of becoming a teacher.

TEACHER CANDIDATE ROLE EXPECTATIONS

The teacher candidate comes to his semester of clinical experiences as an undergraduate in the process of earning a Bachelor's Degree and teacher certification. The expectations are high, both quantitatively and qualitatively. In addition to the instructional duties of planning, teaching, evaluating, observing, and conferring are course work responsibilities and involvement in related experiences in their total school community. These include participation in conferences, social activities, faculty meetings, school board meetings, student activities, parent meetings, and other special assignments. The teacher candidate also participates in workshops and inservice training programs and follows the school calendar. The belief is that if they are expected to function adequately as teachers, student teachers must be provided the opportunity to assume realistic responsibilities. The maximum involvement in teacher duties and responsibilities is encouraged so as to permit the teacher candidate to have a broad experience in all aspects of the school community.

In the commitment to the multiple demands of a clinical center program, the teacher candidate plays an indispensable part in determining the nature and extent of his/her own professional preparation, and general success or failure of the entire Core IV semester assignment. The teacher candidate's dual obligation, as a learner

learning to teach and as a teacher charged with extensive instructional responsibilities, places him in a unique role. The successful fulfillment of this role demands ability, dedication and effort on the part of the teacher candidate and requires understanding, cooperation, and constructive guidance from the principal, cooperating teacher, and center advisor.

Additional information regarding the CORE Program or Teacher Education Centers, as well as arrangements for visitations may be obtained by contacting any of the following individuals.

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